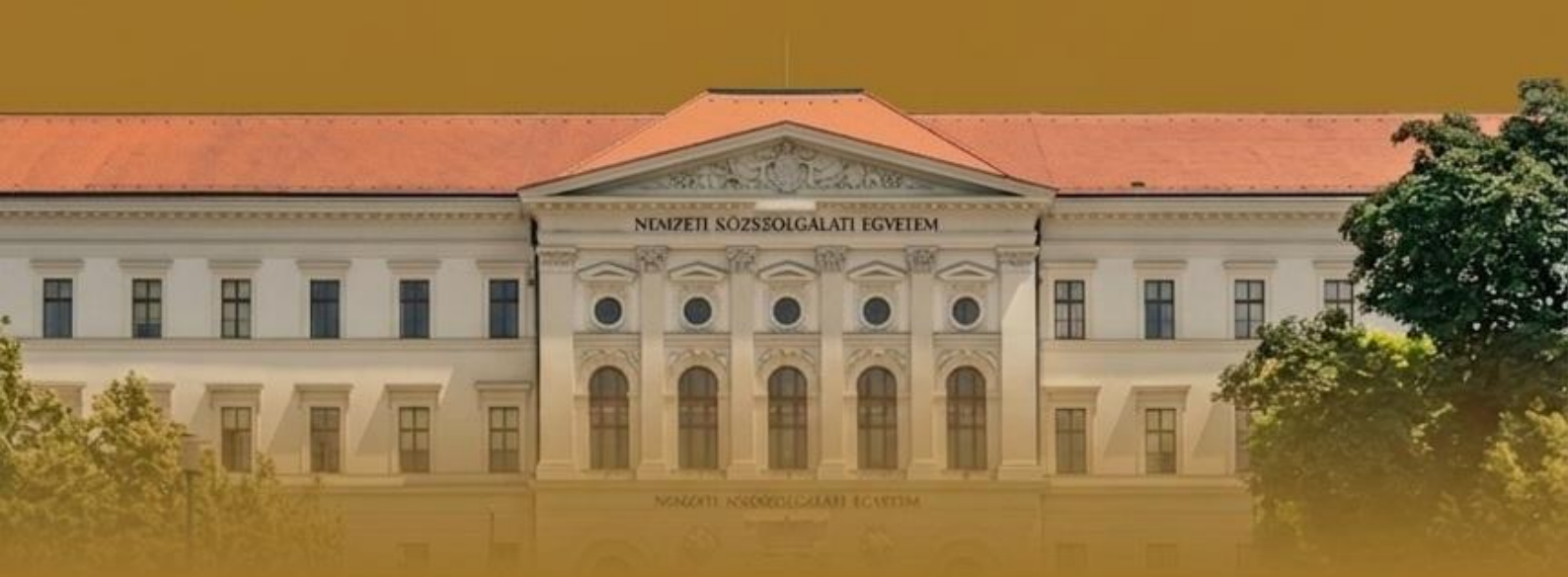




Challenges and Trends Shaping Future (Military) Language Acquisition Conference

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Challenges and Trends Shaping Future (Military) Language Acquisition Conference

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Preface

This volume comprises the selected proceedings of the international conference “Challenges and Trends in Shaping Future (Military) Language Acquisition”, hosted by the Foreign Language Training Centre (FLTC) of the Faculty of Military Science and Officer Training at the Ludovika University of Public Service (LUPS). The conference took place from 17 to 19 November, 2025.

The rationale for this assembly was rooted in the dynamic and complex contemporary environment, which necessitates profound adjustments within language education systems. Following a similar conference held at the LUPS in 2014, this event sought to address the emerging challenges and evolving directions in specialized language training, recognizing that the answers to these critical questions hold international relevance. The core objective was to facilitate a forum for innovative and diverse discussions, thereby guaranteeing the promotion of a higher, modern standard of practice in specialized language acquisition, or at the very least, encouraging further critical reflection among the participants.

The event successfully attracted a wide spectrum of experts, including language instructors from various LUPS faculties, units, and organisations of the Hungarian Defence Forces, as well as foreign guests and keynote speakers. The diverse representation included delegates and speakers from eight different nations, with a total of 96 registered participants. The prestige of the conference was underscored by the presence of high-ranking officers, representatives from diplomatic organisations, and internationally acclaimed researchers and personalities among the presenters.

The official opening ceremony was conducted by Dr. János Czermann, Deputy State Secretary for Human Resources, representing the Ministry of Defence, and the participants were addressed by Lieutenant General Zoltán Mihóczy from the Hungarian Defence Staff, and Professor Mónika Szenté-Varga, Vice Dean for Education on behalf of the faculty.

The conference was successfully conducted in three working languages. While the English language lecture series constituted the primary element of the programme, parallel sessions were simultaneously hosted for presentations in German and French. The ensuing papers collected in this volume represent the intellectual output generated by this distinguished international community and serve as a valuable resource for academics and practitioners engaged in the vital field of military and specialized language training.

We extend our sincere gratitude to Hungarian Association of Military Science (MHTT) for making the publication of this Book of Abstracts possible, capturing the valuable presentations from the conference.

Gabriella Kiss
Head of Foreign Language Training Centre

TABLE OF CONTENTS

Welcome Addresses	3
Gabriella Kiss	3
Mónika Szente-Varga	5
János Czermann	6
Lieutenant General Zoltán Mihóczy	7
Conference Program	9
Abstracts of the English Panels	13
Inventing the Future in Changing Times - Overcoming the Fear of Innovation and Change with Fictional Intelligence	13
Artificial Intelligence Imposes a New Perception of Authentic Influence	13
Language Strategies and Trends in Czech Military / Current Challenges in Military Language Education: Czech Perspective	13
Call for Shift in Language Education	14
Blending Low-Tech with High-Tech	14
Innovating Military English Instruction: A New Intensive Training Programme for Hungarian Officer Cadets	15
AI as a Teaching Assistant: Empowering Teachers and Learners	15
Who You are Shapes Who I am: The Power of Interaction	16
ESP or No ESP: That is the Question	16
Collaborative Pathways: Design-Based Research in Language Materials Development	16
Language Education for Future Military Leaders	17
Experience and Challenges in Ludovika Battalion	17
Unit-Based Foreign Language Testing Framework	18
Abstracts of the French Panel	19
Coopération scientifique avec la France en droit et politique spatiale	19
Développement de l'enseignement du français militaire en Hongrie	21
L'enseignement du français, dans les anciens pays colonisés en Afrique	21
Importance des langues étrangères en Lituanie et rôle des enseignants de français dans le contexte du plurilinguisme	22
Capacité de survie de l'Armée Hongroise au sein de l'OTAN	22
Abstracts of the German Panel	23
Erlernen der militärischen Fachsprache als Zivilist	23
Fremdsprachenunterricht an der Militärischen Universität in der Gegenwart	23
Deutsche Sektion: Die Verwendung der deutschen militärischen Fachsprache in der Gegenwart	24
Auf Deutsch in der Armee - Motivationen, Herausforderungen und Lernbedürfnisse der Soldaten beim Erwerb der deutschen Sprache	24

Welcome Addresses

Gabriella Kiss

Welcome Address

Generals, Distinguished Guests, Esteemed Colleagues, Academic Partners, and Language Specialists—Welcome!

On behalf of the Faculty of Military Science and Officer Training, and particularly on behalf of my team at the Foreign Language Training Centre (FLTC), it is my great pleasure and honour to officially open this year's Professional International Military Language Conference, incorporating and addressing sessions of three languages: English, German, and French.

First and foremost, hosting an event of this magnitude requires support and a shared strategic vision. I must extend our deepest gratitude to our contributing partners:

- The Deputy State Secretary for Human Resources, Ministry of Defence, whose steadfast commitment to sustain linguistic excellence provides the essential framework for all our teaching, training and development endeavours.

- The Ludovika University of Public Service (LUPS), our parent institution, which continually fosters an environment of academic rigor, innovation, and international collaboration.

- And most of all, our Faculty of Military Science and Officer Training, which actively supports our endeavour in elevating the standards of foreign language acquisition in and out of our environment.

Along with others, our Language Training Centre is on the front lines of preparing future leaders for an increasingly complex global security environment. Our daily work is centred on the very theme of this conference.

This challenge is practical: to design training programs that can efficiently bridge the gap between classroom theory and real-world operational demands. We are constantly seeking ways to enhance the effectiveness of our methodologies, accelerate fluency acquisition, and ensure our officers possess not just linguistic skills, but cultural adaptability as well.

The agenda before us over the next three days is dedicated to tackling these vital questions head-on.

Among others:

- The integration of AI and immersive technology to personalize learning paths.
- The development of standardized international language assessment protocols to improve interoperability.
- New pedagogical approaches. And many others...

It is through dialogues like this that we can move beyond national best practices to forge new standards and strategies in military language education. I urge you to use these sessions not just to listen, but to actively contribute, challenge, and network.

Thank you again for joining us. We hope you will find the facilities welcoming and the presentations and discussions stimulating.

I hereby declare the Professional International Military Language Conference officially open!

It is a distinct honour to move on to the next segment of our conference.

We are privileged to have with us today a distinguished panel of leaders, who will now share their valuable insights on our event.

Allow me to introduce our esteemed speakers.

First, from academia, please join me in welcoming Professor Mónika Szente-Varga, the Deputy Dean for Education of our Faculty

Next, we are honoured to be joined by the representative of the Ministry of Defence, Mr. János Czermann, Deputy State Secretary for Human Resources, who has decidedly supported and enabled our Conference today in his unwavering commitment to linguistic excellence as a pillar of national security.

And finally, it is a profound honour to be joined by Lieutenant General Zoltán Mihóczy, the Deputy Chief of General Staff for Territorial Defence on behalf of the Hungarian Defence Forces.

Mónika Szente-Varga

Welcome Address

Esteemed Military Language Specialists, Distinguished Guests.

Good morning, and a most sincere welcome to this Conference on behalf of the Faculty of Military Science and Officer Training. It is a profound honour to host the Professional International Military Language Conference at Ludovika University of Public Service.

In today's volatile and interconnected world, the ability to communicate across linguistic and cultural barriers is an imperative. As the military evolves, so should our approach to language and language teaching.

We have approximately 900 students at the faculty, taking bachelor and master level courses or studying in one of the doctoral schools. Most of our students attend BA or BSc programs: military leadership, military logistics, military infocommunication, military aviation, and international security and defence policy, the latter being a civilian study program.

Language proficiency as well as clear communication is a prerequisite for working together in a multinational environment. Therefore, the challenge is not merely teaching vocabulary and grammar; it is forging linguistically and culturally agile professionals who can operate under high-pressure, diverse, and dynamically changing conditions.

The title of the conference "Challenges and Trends in Shaping Future (Military) Language Acquisition" highlights an essential task: defining the future of military language teaching.

The trends to be explored involve moving away from static, textbook-based instruction toward dynamic, immersive, and scenario-based learning, and preparing interactive, online materials, available at any time, providing cadets with the opportunity to practice beyond normal schedule and even when they are not physically at the university.

Over the next three days, you will have the opportunity to delve into critical areas such as:

- The implementation of common professional language standards, and
- The ethical and practical integration of AI tools into language pedagogy.

The conference has three working languages: English, French and German. Altogether there will be 28 lectures, most delivered by Hungarian specialists, offering an insight into military language teaching in Hungary, and some by lecturers coming from abroad: Austria, the Czech Republic, Croatia and France.

The conference is an opportunity to meet and debate, to share good practices and insights, to form and reenforce professional links, and lay the basis for future cooperation, let it be in the field of mobility, textbook writing, course development and / or joint publications.

On behalf of the Faculty of Military Science and Officer Training (FMSOT), and in particular, on behalf of our Dean, Brigadier General Péter Lippai, I would like to thank you for your presence and wish you a highly productive and successful conference.

János Czermann

Welcome Address

Good morning, Distinguished Guests, Ladies and Gentlemen, Professors, and fellow Defence Professionals.

It is a true honour and privilege for me to be here today at the opening of this significant conference on language training and its crucial role in modern defence and security.

The challenges of our current global security environment are complex, requiring not only cutting-edge technology and robust military capabilities, but equally, intellectual capacity and superb communication skills. In this landscape, language proficiency is not a 'soft skill' – it is a critical, operational necessity.

Why is this so? Because in an age defined by alliances like NATO and the European Union, interoperability is paramount.

Effective communication is inevitable for successful multinational missions, peacekeeping operations, and joint military exercises. A military professional who speaks a foreign language is not just a translator; they are a cultural bridge, a force multiplier, and a key asset in reducing miscommunication that could, quite literally, mean the difference between mission success and failure.

Language proficiency enhances our intelligence gathering, bolsters our security cooperation with allies, and allows our personnel to build the trust necessary to operate successfully in complex foreign environments.

I want to assure you that the Ministry of Defence, and the Government of Hungary as a whole, is highly dedicated to this cause. We recognize the central importance of this field.

This endeavour and contribution manifest in two concrete ways:

- Material Support: We are committed to providing the necessary resources, funding, and modern training infrastructure to ensure our personnel—from officers to NCOs to civilian experts—have access to the highest quality language education. This includes investments in up-to-date methodologies and technology as well.

- Moral Support: Just as important is moral and professional recognition. We are dedicated to integrating language skills into our career advancement and promotion systems. We must ensure that proficiency in critical languages is highly valued and rewarded as a core military competency, reinforcing a culture of continuous learning.

Language education, therefore, is an investment in our people, and by extension, an investment in national security.

To conclude, this conference is a vital step in sharing best practices and charting the future of military language training. I encourage all participants to engage actively, challenge conventional thinking, and leave this forum with renewed purpose.

Your work here today is foundational. It strengthens the communication channels that underpin our collective defence and ensure the security of our nation and our allies.

Thank you. I wish you all a highly productive and successful conference.

Lieutenant General Zoltán Mihóczy

Welcome Address

Dear Generals, Distinguished Guests, Esteemed Colleagues, Academic Partners, and Language Specialists!

There is an old saying that “words build bridges between people”. History has shown us time and again that the absence of understanding can create distance and even conflict, while the presence of a common language — literal or symbolic — can unite nations, cultures, and allies. It is in this spirit that I warmly welcome you all to Hungary, to the international conference “Challenges and Trends in Shaping Future (Military) Language Acquisition”.

Within NATO and beyond, interoperability begins with mutual understanding. Plans, doctrines, and agreements are all vital — but without comprehension, even the strongest of commitments remain hollow words. For soldiers in the field, for planners in headquarters, for educators in classrooms, it is the ability to understand one another that turns ideas into action, and allies into brothers- and sisters-in-arms.

That is why your work is so essential. You are the bridge-builders of our Alliance — connecting not only military systems and institutions, but human minds and hearts. Through your expertise in language education, testing, and policy harmonization, you ensure that soldiers from almost 40 nations can act as one — that they can listen, respond, and trust each other in the most demanding circumstances.

In this mission, Hungary is proud to stand alongside you. Hosting the present conference is both an honour and a responsibility for us. It is an opportunity to showcase our commitment to linguistic interoperability, to share our progress, and — equally importantly — to learn from your experiences and best practices.

For us, the topic of language has a special resonance. The Hungarian language is unique — independent, deeply rooted, and unlike any other in Europe. It is a source of great pride, but also of great challenge. English, French, or German do not come “naturally” to us. They must be learned with intention, discipline, and effort.

And perhaps that is precisely why we appreciate the importance of language learning so deeply. Because we know what it means to reach beyond our linguistic comfort zone — to make the effort to understand and to be understood. In a way, that effort mirrors what international cooperation itself requires: patience, openness, and persistence.

Hungary is fully committed to strengthening its linguistic capabilities within the Armed Forces. We recognize that in the 21st century, language proficiency is as vital to mission success as technical or tactical skills. Whether on peacekeeping duty, during multinational exercises, or within the framework of the European Union’s defence cooperation, our service members must be able to communicate with clarity and confidence.

The Hungarian Defence Forces’ concept for language capability development is built on that recognition. We are investing in modern training methods, digital platforms, and enhanced language testing capacities aligned with the NATO STANAG 6001 standard. Our goal is not only to meet the Alliance’s expectations, but to contribute to the shared pool of expertise that makes NATO stronger as a whole.

This conference, under the title “Challenges and Trends in Shaping Future (Military) Language Acquisition”, is a forum where nations exchange ideas, where innovation meets experience, and where the future of military language training takes shape. The involvement of the Ludovika University of Public Service, and the venue here at the Ludovika Campus, provide the perfect setting for dialogue between academia, practitioners, and decision-makers.

The world around us is changing rapidly. Technology is transforming how we communicate — yet the human element remains irreplaceable. Artificial intelligence may help us translate, but it cannot teach us empathy. Algorithms can process words but not meaning. True understanding — the kind that builds trust on a battlefield or in a classroom — will always depend on human connection.

That is why gatherings like this are so important. They remind us that communication is not a luxury of peace, but a necessity of cooperation. They remind us that every word we exchange — whether in English, French, or Hungarian — brings us a step closer to each other, and therefore to a safer, more cohesive Alliance.

Let me conclude with a simple thought: being part of an international alliance does not automatically mean that we understand one another. Unity without understanding is fragile. But when we share a language — not only linguistically, but through mutual respect and a genuine will to listen — our unity becomes unbreakable.

On behalf of the Hungarian Defence Forces, I thank all participating nations for your commitment, your expertise, and your friendship. May these days in Budapest inspire us to continue building the bridges that language makes possible — for without understanding, our agreements are empty, but with it, our cooperation knows no limits.

Conference Program

Arrival: Sunday, 16 November 2025	
Time	Activity
1300 - 1800	Arrival of Participants

Day 1: Monday, 17 November 2025	
Time	Activity
0800 - 0830	Registration
0900 – 0915	Administration Briefing + Opening Words (Gabriella KISS, PhD, Head of FLTC, FMSOT, LUPS)
0915 – 0920	Welcome Address (Mónika SZENTE-VARGA, PhD, Vice Dean of Faculty of Military Sciences and Officer Training)
0920 – 0940	Opening words on behalf of MOD (János CZERMANN L.L.M., Deputy State Secretary for Human Resources) Opening words on behalf of HDF (Lt. Gen. Zoltán MIHÓCZA, Deputy Chief of General Staff for Territorial Defence)
0945 - 1000	Group Photo
1000 – 1045	Presentations 1. <i>Call for Shift in Language Education</i> (Gabriella KISS, PhD)
1045 – 1115	Coffee Break
1115 – 1245	Presentations 1. <i>Special cases of foreign and military language teaching and learning - the case of foreign language training at the Defence Security and Information Service.</i> (Col. István TALIÁN) 2. <i>Inventing Future in Changing Times – Overcoming the Fear of Innovation and Change</i> (Emilie CLERET) 3. <i>Who You are Shapes Who I am: The Power of Interaction</i> (Marianna MICSKI)
1245 – 1345	Lunch
1400 – 1430	Q&A Panel
1430 – 1445	Coffee Break
1445 – 1545	Subject Matter Group Discussion
1600 –	Icebreaker Reception (Standing Toast: Maj. Gen. László KOVÁCS, PhD, Vice Rector for Academic Affairs, LUPS)

Day 2: Tuesday, 18 November 2025	
Time	Activity
0900 – 1030	Presentations 1. Experience and Challenges in Ludovika Battalion (Col. Péter SZŰCS) 2. Language Education for Future Military Leaders (Cadets WO. Márk SZŐNYEGI and István ZSOLDOS-KÁDÁR,) 3. Current Challenges in Military Language Education: Czech Perspective (Col. Vladan HOLCNER)
1030 – 1100	Coffee Break
1100 – 1245	Presentations 4. ESP or No ESP: That is the Question (Col. Herwig PREINING) 5. Artificial Intelligence Imposes a New Perception of Authentic Influence (Emilie CLERET) 6. Blending Low-Tech with High-Tech (Réka KOCSIS)
1300 – 1400	Lunch
1415 – 1500	Q&A Panel
1500 –	Sightseeing Tour + Informal Dinner
Day 3: Wednesday, 19 November 2025	
Time	Activity
0900 – 1030	Presentations 1. Challenges and Trends in English and Bilingual Classrooms (Péter PUSKÁS) 2. Innovating Military English Instruction: A New Intensive Training Programme for Hungarian Officer Cadets (Réka LEGEZA) 3. Collaborative Pathways: Design-Based Research in Language Materials Development (Milena Prošić - Tea Glavaš) 4. Unit-Based Foreign Language Testing Framework (Gergely Zara)
1030 – 1100	Coffee Break
1100 – 1130	Q&A Panel
1130 – 1230	Museum visit
1230 – 1245	Closing Remarks (Gabriella KISS, PhD)
1245 – 1345	Lunch
1400 –	Departure

Section française le 17 novembre de 13 H 45 à 16 H	
Heure	Activité
1345 - 1400	Ouverture de la section française (Matthieu BERTON, Directeur de l'Institut français en Hongrie)
1400 - 1545	Présentations 1. Coopération scientifique avec la France en droit et politique spatiale (Balázs BARTÓKI-GÖNCZY, PhD) 2. Importance des langues étrangères en Lituanie et travail des professeurs de français dans le contexte de plurilinguisme (Danutė STANKAITIENĖ - Mirosław STASILO, PhD) 3. Développement de l'enseignement du français militaire en Hongrie (Viktória GÖTTLER, PhD) 4. Politique de sécurité et de défense dans l'enseignement supérieur (Beatrix FREGÁN, PhD) 5. Évolution de la présence militaire française dans le monde depuis des années 2020 (Gergely FEJÉRDY, PhD - Le CNE Mariann TÁNCZOS, PhD) 6. L'enseignement du français dans les anciens pays colonisés en Afrique (Gabriella ROSTA) 7. Capacité de survie de l'Armée Hongroise au sein de l'OTAN (Le CCH Zoltán VINCELLÉR)
1545 - 1600	Questions
1600 -	Réception

Programm der Sektion Deutsch (17. November 2025) <i>„Die Verwendung der deutschen militärischen Fachsprache in der Gegenwart“</i>	
Time	Tätigkeit
1000 - 1005	Begrüßung, Sektionseröffnung (Mária WÉBER, PhD)
1005 - 1115	1. <i>Der Unterricht der deutschen militärischen Fachsprache in der Vergangenheit</i> (Kurze Zusammenfassung) (Mária WÉBER, PhD) Diplomatie 2. <i>Sprachliche Kompetenz und diplomatischer Erfolg</i> (Gergely Henrik PRÓHLE) 3. <i>Die Entwicklung der deutschen Militärsprache und ihr Einfluss auf die diplomatische Kommunikation</i> (Abdelaziz AL QADI) Pädagogik 4. <i>Da(z)F - Deutsch als zweite Fremdsprache im Gymnasium</i> (Péter SIMA)
1115 - 1135	Kaffee
1135 - 1255	Pädagogik 5. <i>Auf Deutsch in der Armee - Motivationen, Herausforderungen und Lernbedürfnisse beim Erwerb der deutschen Sprache</i> (Violetta VERES, PhD) 6. <i>Fremdsprachenunterricht an der Militärischen Universität in der Gegenwart</i> (Anna FARKAS) 7. <i>Erlernen der militärischen Fachsprache als Zivilist</i> (Sára CSAMÁRI – Árpád SÜLE - SZIGETI) Terminologie 8. <i>Militärische Terminologie, Übersetzung, Werkzeuge und Unterstützungssysteme in der ungarischen Streitkraft</i> (Oberstlt Edit VARGA – Olt Mária Antónia PÁL)

Abstracts of the English Panels

Emily Cleret

Inventing the Future in Changing Times - Overcoming the Fear of Innovation and Change with Fictional Intelligence

This presentation investigates how the integration of fictional intelligence and imaginative methodologies can cultivate adaptability, advance language proficiency, and enhance learner motivation by engaging creatively with innovation and change through English-mediated activities.

Emily Cleret

Artificial Intelligence Imposes a New Perception of Authentic Influence

Analysing the specific programs in English at the French War College, this presentation will demonstrate how improvements in the AI field reshuffle their impacts in terms of influence.

Vladan Holcner

Language Strategies and Trends in Czech Military / Current Challenges in Military Language Education: Czech Perspective

On the basis of the historical development of language education and the level of language competences in general in Czechoslovak and Czech society and specifically in the armed forces the presentation provides an overview of the main challenges and problems to be solved with regards to the further development of language education of Czech soldiers. Along with these challenges, approaches to addressing them are also outlined.

Gabriella Kiss

Call for Shift in Language Education

This presentation issues an urgent call for a shift in modern language education to adapt to the challenges posed by the accelerated, digital world, including the rise of AI and the profound influence of social media. Educators must address the information boom, the perception of English being "taken for granted," and the need to effectively engage with the distinct learning styles of Gen Z and Gen Alpha. A central concern is overcoming generational issues and integrating interdisciplinary approaches to foster better perception and understanding among groups. The presentation argues for moving away from outdated, decentralized, and unproductive educational systems toward new, tailored models based on thorough Needs Analysis and clear, modern objectives. Successfully implementing this transformation requires a structured, step-by-step coalition-building process with all key actors. This process includes developing tailored programs, refreshing study materials, promoting internationalization, and establishing consistent monitoring. Ultimately, achieving this success demands an urgent mindset shift across the educational landscape, supporting innovative best practices, enhancing creativity, and cultivating a new type of motivation focused on Common Success for students and institutions alike.

Réka Kocsis

Blending Low-Tech with High-Tech

What makes a language lesson successful? An environment where learners feel comfortable and dare to speak. To achieve this, teachers must change tasks every 5-15 minutes depending on the group's age, cater to different learning styles, and use group dynamics games to encourage open-mindedness.

Teachers must be familiar with low-tech methods such as pictures, videos, card and board games, drama games and group discussions. These have proven their worth over decades, with the key advantage of not depending on technical skills or reliable internet.

While modern technology is often deemed essential for improving education, high-tech has merely accelerated and enriched low-tech methods without developing truly new ones. High-tech tools—image editors, YouTube, vocabulary apps, interactive websites, presentation tools, and chatbots as "native speakers"—incorporate outside stimuli into learning. Yet questions arise about institutional infrastructure and teacher training.

Consider the minimal difference between YouTube and DVD, online articles and textbooks, virtual and paper flashcards. Both low-tech and high-tech approaches combine easily, depending on teacher comfort and task objectives. When teachers favour certain methods, their enthusiasm makes them effective. If high tech does not facilitate the task aim, it is unnecessary.

The objective remains making language teaching and learning successful.

Réka Legeza

Innovating Military English Instruction: A New Intensive Training Programme for Hungarian Officer Cadets

This presentation introduces a new Military English Language Training Programme developed for Hungarian officer cadets at the university level. The almost 200-lesson intensive course prepares students for the NATO STANAG Level 2 language exam. The programme integrates principles of adult English as a Second Language (ESL) instruction with the specific linguistic requirements of military communication. It emphasizes communicative competence, task-based learning, and the inclusion of military-related content

The presentation outlines the course structure, teaching methods, and assessment practices, highlighting how the programme supports both professional and language development.

The discussion includes anticipated initial outcomes and future directions, contributing to ongoing discourse on effective English for Specific Purposes (ESP) training in higher education.

Réka Legeza

AI as a Teaching Assistant: Empowering Teachers and Learners

This interactive workshop invites participants to explore practical and ethical ways of using artificial intelligence in university-level ESL classrooms. Through concrete examples, it will show how AI can support lesson planning, materials design, feedback, assessment, and the development of learner autonomy— while keeping pedagogical and ethical standards. Live demonstrations, hands-on activities, and guided discussion will help participants experiment with prompt design, evaluate AI-generated content, and adapt outputs for diverse learning contexts. Emphasizing a *human-in-the-loop* approach, the workshop positions AI as a partner that enhances – not replaces – teacher expertise. Participants will leave with ready-to-use strategies, adaptable classroom ideas, and a clearer framework for using AI to enhance efficiency, creativity, and student engagement in ESL settings.

Marianna Micski

Who You are Shapes Who I am: The Power of Interaction

The purpose of the presentation is to draw attention to the important fact that 95% of conflicts and problems between people are caused by inappropriate behaviour and communication.

I would like to draw attention to the importance of personality knowledge and communication.

If one wants to be considered a pleasant person and to be accepted more easily or to achieve a greater success either in personal or professional life, this knowledge is essential. I would like to highlight the above with my presentation.

Herwig Preining

ESP or No ESP: That is the Question

We will undertake an examination of Austria's approach to English for Specific Purposes (ESP) within a military context, analysing the system from the lowest tactical level through to the staff officer level.

Particular attention will be given to how the train-the-trainer system is structured, implemented, and integrated across different ranks and functions.

A central focus of this exploration will be the early identification and development of key personnel, who play a critical role in shaping and delivering military English training. By equipping these individuals with the necessary linguistic and pedagogical competencies at an early stage, Austria aims to create a multiplier effect that enhances the overall effectiveness of future training and education programs. This proactive strategy ensures that the foundations for professional communication, operational efficiency, and international cooperation are established and sustained throughout the armed forces.

Milena Prošić – Tea Glavaš

Collaborative Pathways: Design-Based Research in Language Materials Development

The availability of online resources and the rapid development of artificial intelligence provide learners with unprecedented access to information, yet not all of these materials are reliable, coherent, or pedagogically appropriate. In this context, carefully designed teaching materials assume even greater significance, serving as a structured point of departure from which learners can engage in further exploration. Rather than limiting autonomy, such materials provide a clear and pedagogically sound framework that enables learners to navigate the digital landscape more effectively and purposefully.

Addressing these challenges requires a principled and research-informed approach to materials development, for which design-based research (DBR) offers a particularly robust

framework. Within the framework of DBR, materials development becomes a collaborative and iterative process that directly involves both learners and teachers. This presentation reports on a project of developing and redesigning a Military English coursebook for cadets at a national defence academy, framed within DBR to ensure adaptability, collaboration, and relevance.

The project emphasizes collaboration in two directions. First, it actively engages students by systematically incorporating their perspectives into the redesign process through structured feedback loops and questionnaire studies. Second, it integrates teachers into the development process, thereby transforming materials design into a site of professional reflection and pedagogical innovation.

Márk Szőnyegi – István Zsoldos-Kádár

Language Education for Future Military Leaders

This presentation explores the vital role of language education in shaping the next generation of military leaders. In an increasingly globalized defence environment, effective communication is essential for international cooperation, especially within NATO, where English serves as the operational lingua franca. The discussion highlights both the strengths and limitations of the current language education system, which often emphasizes standardized testing over practical application. To address these gaps, innovative approaches such as mission-based learning, gamification, AI-assisted training, and immersive experiences are proposed to enhance engagement and real-world readiness. The presentation also emphasizes the link between language proficiency, cultural intelligence, and leadership arguing that confident, culturally aware communication builds trust and operational effectiveness. Ultimately, mastering languages is not merely an academic requirement but a key leadership skill that enables cadets to become adaptable, globally minded officers of the future.

Péter Szűcs

Experience and Challenges in Ludovika Battalion

As Commander of the Ludovika Battalion, my presentation highlights the critical role of language education in preparing future officers for their leadership duties and NATO requirements. We emphasize practical training and specialized programs to ensure cadets achieve the necessary English proficiency for multinational operations. While acknowledging that AI is transforming written communication, the primary challenge remains ensuring graduates are confident, competent leaders who can communicate effectively in any situation. Therefore, the Battalion advocates shifting language focus to speaking and listening skills, fostering an individual-centred approach to reduce frustration and enhance practical usage.

Gergely Zara

Unit-Based Foreign Language Testing Framework

This proposal outlines a framework for unit-based foreign language testing modelled on existing military readiness practices. The Defence Language Institute (DLI) and Defence Language Proficiency Test (DLPT) provide precedent for standardized assessment, while the Army Combat Fitness Test (ACFT) offers an institutional analogy for how testing can be embedded at the unit level. The framework leverages existing infrastructure, including unit English teachers, language laboratories, and established HR systems for tracking readiness, ensuring minimal additional cost. Cybersecurity and operational security (OPSEC) concerns are addressed through alignment with the DoD Risk Management Framework (DoDI 8510.01), the NIST SP 800-53 control catalogue, and OPSEC doctrine to prevent the disclosure of sensitive information. Finally, the approach ensures interoperability with NATO allies through alignment with STANAG 6001 proficiency standards. By adapting existing infrastructure, personnel, and know-how, this proposal establishes language proficiency as a measurable, reportable readiness metric at the unit level, alongside physical and combat fitness.

PS: On another note, in Hungary we have the Idegennyelvi és Szaknyelvi Lektorátus doing a lot of work, and Maj. Dezső Darabont at MH Békétámogató Kiképző Központ does similar work, along with the language teachers stationed at the units. I can see a lot of effort being exerted, but in the long run we will have to pass more of the responsibilities to the individual level similarly to PT; a yearly assessment is the best and only way we can give landmarks to the students and offer some broader extrinsic motivation.

Abstracts of the French Panel

Balázs Bartóki-Gönczy

Coopération scientifique avec la France en droit et politique spatiale

Permettez-moi de vous présenter en quelques mots comment nous avons développé nos compétences en matière de droit et de politique spatiale à l'Université de service public.

Permettez-moi tout d'abord de me présenter brièvement. Outre mon diplôme en droit hongrois, j'ai également obtenu un diplôme en droit français. J'ai d'abord étudié le droit public français et européen à l'université Panthéon Assas Paris II, puis, grâce à une bourse Eiffel du gouvernement français, j'ai obtenu un diplôme M2 en droit des télécommunications et des activités spatiales à l'université Paris Saclay, Faculté Jean Monet. Je maintiens encore aujourd'hui des liens étroits avec cette dernière université : j'enseigne régulièrement le droit des télécommunications et le droit spatial à Paris, je suis membre du comité de suivi de l'école doctorale and je suis membre du Conseil d'administration de l'Institut de droit de l'espace et des télécommunications.

Je travaille à Ludovika université de service public depuis 2018, où j'ai lancé en 2020 une initiative visant à aborder les aspects de sciences sociales des activités spatiales humaines, y compris les questions juridiques, économiques et de sécurité. C'est à ce moment-là qu'il m'est apparu clairement que le secteur spatial était désormais incontournable pour la Hongrie et qu'il était inacceptable qu'il n'y ait pas de recherche universitaire ni de programme d'enseignement dans le domaine des sciences sociales.

Après que la direction de l'université ait également reconnu le potentiel de ce domaine, nous sommes d'abord devenus un laboratoire de recherche, puis un institut de recherche en 2022. À partir de 2025, notre champ d'activité s'est élargi au droit aérien et au droit des télécommunications, ce qui apparaît également dans notre nom. À ce jour, 11 chercheurs sont liés à l'institut par contrat ou comme salariés. Au cours des dernières années, nous avons publié près de 50 articles scientifiques et quatre livres (dont 3 en anglais). Nous sommes le point de contact national pour la Hongrie au sein du Centre européen du droit spatial (ECSL) sous l'égide de l'Agence spatiale européenne.

En ce qui concerne notre portefeuille éducatif, nous enseignons le droit et la politique spatiaux en hongrois, en anglais et, bien sûr, en français, et nous avons également lancé notre formation en politique spatiale en anglais. Cette formation s'étend sur trois semestres et met fortement l'accent sur l'interdisciplinarité, qui est inévitable dans un domaine tel que les activités spatiales.

En ce qui concerne notre coopération avec la France, je voudrais citer six exemples :

1. En 2023, nous avons organisé un concours franco-hongrois pour les élèves et doctorants à Budapest, dont les résultats ont été publiés dans un livret séparé.
2. En 2023, l'ambassadrice de France a contacté notre université pour nous informer que Thales Alenia Espace souhaitait établir un partenariat en Hongrie et que, pour soutenir cette initiative, nous organiserions conjointement une conférence internationale sur le

thème « Espace et défense ». La conférence a eu lieu au printemps 2024 et a remporté un vif succès. De nombreux experts français et hongrois, ainsi que des représentants des forces armées, ont donné des conférences sur le sujet. Lors de l'organisation, nous avons travaillé en étroite collaboration avec le personnel de l'ambassade de France, ce qui a permis de nouer d'excellentes relations de travail.

3. Mon exemple suivant concerne une coopération scientifique. Étant donné que nous entretenons depuis des années d'excellentes relations avec l'IDEST à Paris, nous avons décidé de postuler au programme Balaton / Hubert Curien, qui soutient précisément ce type de coopération franco-hongroise entre chercheurs. Grâce à l'issue positive de notre candidature, nous avons pu commencer notre travail commun au printemps dernier, auquel participent 14 chercheurs (dont de nombreux doctorants), pour moitié français et pour moitié hongrois. Notre thème porte sur les questions juridiques liées à l'utilisation des satellites dans les conflits armés. Le 3 décembre 2025, les membres du projet se réuniront ici à Budapest pour discuter des premiers manuscrits et solliciter l'avis des acteurs professionnels influents. Les versions finales devront être prêtes d'ici la fin janvier 2026, puis suivront les tâches de relecture et d'édition. Le volume sera édité par PA prof et moi-même. Selon nos plans, le volume sera présenté à Paris à l'automne 2026.
4. Le quatrième exemple concerne également la recherche scientifique. À la fin de l'année 2024, un dirigeant de la société Thales Alenia Espace m'a contacté pour me faire part de son intention de soumettre une candidature Horizon en collaboration avec l'université écossaise Harriot Watt et l'université allemande Bundeswehr. Le thème était l'autonomie de l'Europe dans les orbites terrestres basses. Il manquait au projet une compétence juridique, et c'est là qu'ils ont pensé à nous. Nous avons accepté avec plaisir cette honorable invitation et nous nous sommes joints au projet. La candidature a été retenue et le projet a démarré le 1er novembre de cette année. En collaboration avec Thales, nous recrutons un doctorant qui travaillera deux ans à Toulouse, puis deux ans dans notre institut, où il rédigera sa thèse de doctorat. Cette coopération est un nouvel exemple remarquable de l'importance des relations et du travail en commun, car Thales nous a contactés après que nous ayons organisé avec succès notre conférence commune ici à Budapest.
5. Cinquième exemple : à l'invitation de l'université Paris Saclay, j'ai eu l'occasion cette année, et si tout se passe bien l'année prochaine également, d'enseigner à Dakar au Sénégal dans le cadre de l'université d'été commune en droit numérique de l'université Gaston Berger et de l'université Paris Saclay.
6. Enfin, comme dernier exemple, je voudrais mentionner que nous organisons le 4 décembre prochain une grande conférence internationale à laquelle participeront Chehineze Bouafia, directrice juridique d'EUTELSAT, et le professeur Philippe Achilleas de l'université Paris Saclay.

En résumé, nous entretenons une excellente coopération avec la France dans le domaine de la recherche, que nous souhaitons continuer à développer à l'avenir.

Viktória Göttler

Développement de l'enseignement du français militaire en Hongrie

Ma communication se propose de présenter le développement de l'enseignement des langues militaires en Hongrie du changement de régime (1989) à nos jours.

Elle abordera l'organisation du système d'enseignement de langues au sein de la Faculté des sciences militaires et de formation des officiers de l'Université de service public Ludovika (désormais l'Académie militaire Zrínyi Miklós et l'Université de défense nationale Zrínyi Miklós). Nous nous intéresserons plus particulièrement au système d'enseignement du français militaire. Dans ce cadre, nous nous focaliserons sur les examens linguistiques militaires, sur la nature des publics participant aux formations linguistiques, sur les méthodes et les outils pédagogiques. Notre présentation abordera le rôle et les possibilités de soutien du système institutionnel français en Hongrie dans l'enseignement du français militaire. Pour finir, nous évoquerons les défis éducatifs du XXI^e siècle, quelques méthodes et outils permettant de transformer les difficultés en solutions pédagogiques créatives.

Gabriella Rosta

L'enseignement du français, dans les anciens pays colonisés en Afrique

La présentation examine la situation de l'enseignement du français dans les pays francophones des anciennes colonies françaises, en particulier en Afrique occidentale et centrale. Elle analyse l'héritage colonial des systèmes éducatifs, la mise en œuvre de programmes bilingues et basés sur la langue maternelle, ainsi que l'impact de la formation des enseignants et des méthodes pédagogiques sur les résultats scolaires et la mobilité sociale.

L'étude examine les difficultés pédagogiques, les faiblesses des infrastructures éducatives et le rôle des innovations numériques et des méthodes modernes dans l'efficacité de l'apprentissage des langues. Les résultats indiquent que la clé d'un enseignement linguistique durable et inclusif réside dans l'innovation pédagogique, les programmes bilingues, une formation adéquate des enseignants et la cohérence des infrastructures, qui peuvent favoriser à long terme la mobilité sociale, la protection de l'identité culturelle et la stabilisation des régions sensibles aux conflits.

Danutė Stankaitienė – Miroslav Stasilo

Importance des langues étrangères en Lituanie et rôle des enseignants de français dans le contexte du plurilinguisme

Cette communication met en évidence l'importance croissante du plurilinguisme en Lituanie et le rôle des enseignants de français dans ce contexte éducatif. Bien que le lituanien soit la langue officielle, la société reste largement plurilingue, avec le russe, l'anglais, l'allemand, le polonais et le français parmi les langues les plus apprises. Les données recueillies entre 2021 et 2025 indiquent une légère progression du français comme deuxième langue étrangère, tandis que son choix comme première langue tend à diminuer.

L'étude, fondée sur une enquête menée entre 2024 et 2025 auprès de 70 enseignants de langues (principalement de FLE), analyse leurs représentations et pratiques relatives aux approches plurilingues. Les résultats révèlent une attitude très favorable envers la comparaison intralinguistique, le rejet des approches monolingues et la reconnaissance des bénéfices pédagogiques du plurilinguisme. Malgré les défis — manque d'enseignants, surcharge de travail et pénurie de matériels adaptés — les enseignants de français se montrent particulièrement engagés. La communication souligne que promouvoir le plurilinguisme, c'est renforcer la coopération, l'innovation et la motivation au service de l'apprentissage des langues.

Zoltán Vincellér

Capacité de survie de l'Armée Hongroise au sein de l'OTAN

Ma communication se propose de présenter la situation actuelle des formations et des stages de survie SERE (Survival, Evasion, Resistance, Extraction) dans les forces armées hongroises. Depuis 2020, conformément aux normes de l'OTAN, l'Armée Hongroise accorde une attention accrue et particulière à l'entraînement et à la formation de survie des militaires hongrois, isolés en territoire hostile ou derrière les lignes ennemies. Ces formations s'adressent principalement aux militaires des forces spéciales, aux pilotes de l'armée de l'air ainsi qu'à l'ensemble des personnels exerçant des fonctions essentielles au bon fonctionnement des forces armées ou ceux qui partent en mission extérieure.

Aujourd'hui, plusieurs unités proposent ce type de formation dans notre pays ; toutefois, seule l'Académie des sous-officiers de l'Armée hongroise dispose, en Hongrie, de l'accréditation requise pour organiser des stages de survie de niveau supérieur, dits CHARLY.

La communication se terminera par la présentation du début de cette initiative, des programmes actuels des stages SERE et des projets pour l'avenir.

« La survie, c'est l'art de rester en vie ! »

Abstracts of the German Panel

Sára Csamári – Árpád Süle-Szigeti

Erlernen der militärischen Fachsprache als Zivilist

Im 21. Jahrhundert hat sich Englisch eindeutig zur Weltsprache entwickelt. Oft ist es nicht notwendig, andere Sprachen zu verwenden. In unserem Beruf ist das jedoch anders. Man braucht umfassende Sprachkenntnisse – zum Beispiel, um sich zu orientieren, Fachartikel zu lesen oder wissenschaftliche Forschungsarbeiten auszuwerten. Es ist sehr wichtig, die Fachsprache des eigenen Berufs sowohl in der Muttersprache als auch in Fremdsprachen zu beherrschen und richtig zu verwenden. In diesem Vortrag möchten wir unsere Erfahrungen als zwei zivile Studierende beim Erlernen der deutschen Militärfachsprache vorstellen. Wir erklären, warum wir uns für diese Fachsprache entschieden haben, zeigen kurz, worum es sich dabei handelt und wie wir sie als Zivilisten – also ohne Uniform – gelernt haben. Außerdem berichten wir, bei welchen anderen Fächern unser Wissen nützlich war. Wir beschreiben, wie wir uns auf die militärische Sprachprüfung vorbereitet haben, und sprechen auch über unsere persönlichen Erfahrungen. Abschließend möchten wir einige Anmerkungen und Vorschläge zum Kurs und zur Sprachprüfung geben.

Anna Farkas

Fremdsprachenunterricht an der Militärischen Universität in der Gegenwart

Zu unserer Haupttätigkeit gehören Kurse für Offiziere, Unteroffiziere und Angestellte des Verteidigungsministeriums, in denen wir die Teilnehmer in erster Linie auf die Militärische Fachsprachenprüfung ARMA vorbereiten. Darüber hinaus unterrichten wir Studenten des Fachs Sicherheits- und Verteidigungspolitik in Fachsprache Militärdeutsch, und je nach Bedarf wird auch der Wahlkurs Deutsch als Fremdsprache den Studenten der Militärischen Universität, also den angehenden Offizieren angeboten. In meinem Vortrag werde ich darüber berichten, wie diese Kurse aufgebaut sind, unter welchen Rahmenbedingungen die Stunden gestaltet werden müssen, was für ein Handlungsspielraum für individuelle, sich der heutigen Zeit anpassende Unterrichtsmethoden besteht und was sich in den letzten Jahren geändert hat. Neben der Schilderung dieser Kurse wird zudem erläutert, was für eine Bedeutung der deutschen Sprache in Bezug auf das Militär in der Gegenwart beigemessen wird, und ob der Deutschunterricht den damit übereinstimmenden Stellenwert genießt.

Edit Varga – Mária Antónia Pál

Deutsche Sektion: Die Verwendung der deutschen militärischen Fachsprache in der Gegenwart

Die Präsentation befasst sich mit der Harmonisierung und Weiterentwicklung militärischer Terminologien in Englisch, Deutsch und Ungarisch im NATO-Kontext. Ein besonderer Schwerpunkt liegt auf der Arbeit des Terminologieausschusses, der für die Genehmigung und Abstimmung ungarischer Übersetzungen englischer militärischer Fachbegriffe zuständig ist. Diese Arbeit ist entscheidend, um eine präzise Kommunikation innerhalb der NATO sicherzustellen.

Ein zentraler Punkt ist die Zusammenarbeit zwischen der KNDS und den Ungarischen Streitkräften, geleitet vom Transformationskommando der Ungarischen Streitkräfte. Hier werden deutsch-ungarische militärisch-technische Begriffe entwickelt und offiziell abgestimmt. Diese Partnerschaft steht beispielhaft für eine effiziente und zukunftsorientierte Zusammenarbeit im Bereich der militärischen Terminologearbeit.

Ein weiteres Thema ist der Einsatz moderner Übersetzungswerkzeuge wie Trados Studio 2024 und Multi Term. Diese ermöglichen eine präzise und konsistente Terminologearbeit, die dazu beiträgt, die Begriffe in mehreren Sprachen einheitlich zu gestalten, wobei besonders die Mehrsprachigkeit dieser Software hervorzuheben ist.

Abschließend werden die zukünftigen Herausforderungen der militärischen Fachübersetzung und Terminologearbeit behandelt. Schwerpunkte sind Interoperabilität, Konsistenz und Qualitätssicherung in multinationalen Operationen. Die Integration von künstlicher Intelligenz (KI) in Übersetzungsprozesse wird als entscheidende Zukunftstechnologie bezeichnet, um Effizienz und Genauigkeit weiter zu steigern.

Violetta Veres

Auf Deutsch in der Armee - Motivationen, Herausforderungen und Lernbedürfnisse der Soldaten beim Erwerb der deutschen Sprache

Deutschland empfängt Soldatinnen und Soldaten aus der ganzen Welt, um ihnen den Erwerb der deutschen Sprache und der militärischen Fachsprache zu ermöglichen. Nirgendwo sonst auf der Welt lernen so viele Militärangehörige Deutsch wie in Nordrhein-Westfalen. Die meisten Teilnehmenden lernen hier DaF, weil sie nach dem Erwerb eines Sprachzertifikats an einer deutschsprachigen Ausbildung, einem Universitätsstudium, einem Praktikum, einem Generalstabslehrgang teilnehmen oder diplomatische Aufgaben übernehmen. Dennoch gibt es weltweit nur wenige wissenschaftliche Studien, die sich gezielt auf den Erwerb dieser Fachsprache konzentrieren. Es stellt sich die Frage, welche Motivation die dort lernenden Soldaten für das Erlernen der deutschen Sprache haben, ob sie im System strenger Befehlketten eigenständig entschieden haben, die deutsche Sprache zu erlernen, oder lediglich einen Befehl ausführen. Außerdem ist von Interesse, welche Herausforderungen

und Lernbedürfnisse sie während des Erwerbs der deutschen Sprache und der militärischen Fachsprache haben. Die im Jahr 2024 durchgeführte Fragebogenerhebung suchte Antworten auf diese Fragestellungen. Sie richtete sich an Soldatinnen und Soldaten, die gerade in Deutschland die militärische Fachsprache erlernten. In dem Vortrag werden die Ergebnisse der Umfrage präsentiert.